

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant renewal of approval as an independent kindergarten to Saxon Hill School, Inc. of Jericho, VT?

RECOMMENDED ACTION: That the State Board of Education grants renewal of approval as an independent kindergarten to Saxon Hill School, Inc. of Jericho, VT. This approval is for two years, through June 30, 2012.

Approval is subject to the condition that the school immediately report to the Department of Education whenever changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration, during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §166(b)

BACKGROUND INFORMATION:

1. Saxon Hill School, founded in 1964, is Vermont's oldest parent cooperative preschool and kindergarten in the state. The preschool and kindergarten are licensed to operate an early childhood program by the Department for Children and Families' Child Development Division, and is accredited by the National Association for the Education of Young Children. Saxon Hill School has been continuously approved by the Vermont State Board of Education since 1985, with the last approval being from October 21, 2008 through June 30, 2010.
2. On behalf of the Commissioner, Pat Pallas Gray visited the school on April 8, 2010.
3. The kindergarten is housed in a two-story building owned by the Jericho Historical Society. There is an entrance and cubby area, which includes a woodworking studio, and a large, sunny room that includes a kitchen, a loft, and creatively designed play/learning environments. The second floor of the building is used only for storage and as a teacher workspace. The playground is well-equipped and surrounded by a vinyl fence. There are two exits from the classroom. The building is handicapped accessible, meets all state and federal health and safety regulations and is adequate to meet the needs of the kindergarten program.
4. The curriculum for the program is guided by the *Vermont Framework of Standards and Learning Opportunities*, *Vermont Early Learning Standards*, Saxon Hill School's Developmental Guidelines, and other developmentally appropriate practices. Saxon Hill School offers three programs: a two-, three-, and a four-day program. The latter is the kindergarten program that will enroll a maximum of 17 children, ages 4, 5, and 6. At the time of the visit there was one kindergartener enrolled.

5. The minimum course of study, as prescribed in 16 V.S.A. §906, is provided and adapted to the age and abilities of the children. The classroom provides a wide variety and array of materials for student learning and interest. Members “parent help” in their child’s classroom on a rotating basis, thus giving parents exposure to the expertise of the staff as they model parenting and communication skills. The professional staff consists of a teacher and teacher assistant. All staff members are well-qualified for their positions.
6. Saxon Hill School has the resources including financial capacity to meet its objectives.
7. The health, safety, attendance, and assessment records were reviewed and found to be in good order.
8. Saxon Hill School has a policy on prevention of harassment of students that is as stringent as the Department’s model policy.

COST IMPLICATIONS: None

STAFF AVAILABLE:

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**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant renewal of general and special education year-round independent school approval, to serve a maximum of 50 students, ages 5-22 in grades K-12, in the primary disability categories of Emotional Disability, Specific Learning Disability, Learning Impairment and Other Health Impairment, to Laraway School of Johnson, VT?

RECOMMENDED ACTION: That the State Board of Education grants renewal of general and special education year-round independent school approval, to serve a maximum of 50 students, ages 5-22 in grades K-12, in the primary disability categories of Emotional Disability, Specific Learning Disability, Learning Impairment Other Health Impairment, to Laraway School of Johnson, VT. This approval is for 5 years, through June 30, 2015.

Approval is subject to the condition that the school immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration, during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §166(b)
State Board Rule 2228 et.seq.

BACKGROUND INFORMATION:

1. Laraway School is a year-round day school designed to meet the academic and special education needs of male and female students, ages 5-22 in grades K-12, in the primary disability categories of Emotional Disability, Specific Learning Disability, and Other Health Impairment. Laraway School's mission is to offer students an environment that accepts and promotes their individual learning and emotional needs, by encouraging attention to self-reliance as well as cooperation with others.
2. The State Board of Education last granted renewal of general and special education independent school approval to Laraway School on March 21, 2006, through June 30, 2009.
3. The school was visited on behalf of the Commissioner on April 2, 2010, by Joan Larsen and Pat Pallas Gray.
4. There are several buildings on the school property. The main building serves as the primary site for instructional and treatment services. The single story modular structure contains five classrooms, two quiet rooms and staff offices. The administrative building is a two-story

Victorian house that includes three resource rooms, offices for the therapist, two lunch spaces, a conference room, and administrative offices. The shop building is a two-story functional workshop and storage facility. The first floor of this building is an open workspace; the second story is used for the Adventure Education Program. The grounds are a grassed area including a vegetable garden, green house, and flower gardens.

Laraway Youth and Family Services (LYFS) have purchased a farm on Route 15. The barn onsite is being renovated to house the school and provide administrative offices and conference room availability for school meetings. The school will occupy the first and second floors. The site work is slated to begin in May of this year with the occupancy target set for the 2010 fall session. All Act 250 and related permits have been secured, and the site has also received the sanction of Historic Presentation. The floors above the entry level will be accessible by stairs or the elevator. A Certificate of Occupancy (CO) will be obtained from the Division of Fire Safety before students are permitted in the building.

5. The minimum course of study as prescribed in 16 V.S.A. §906 is provided and adapted to the age and abilities of the students. The minimum course of study is delivered through a combination of classroom instruction, therapeutic activities, and experiential learning opportunities developed to promote positive change and personal growth in the students. The behavior management system is a level system that promotes and charts progress students make within the program, which emphasizes the Circle of Courage reclaiming model to empower and motivate students. The Circle of courage is derived from Native American philosophy and relates behavior to four basic human needs: Belonging, Mastery, Independence, and Generosity. The curriculum and behavior management system is adapted to the age, ability, and special education needs of each student. The elementary students are grouped as follows: a K-3 team and a 4-6 team under the direction of a licensed elementary teacher and behavioral interventionist/instructional assistant, with additional one on one behavioral staff as required by IEP. The secondary students are arranged by homeroom groupings under the direction of the teaching staff, with behavior interventionist/instructional assistant for each team. Then each team rotates from their homerooms through each individual content area classroom and returns to their homerooms at the end of the day. The Personal Learning Plan (PLP) and Community-based K-12 students have a teacher and behavioral specialist as the leadership team and each student has a one on one. Laraway School has the services, including library services, administrative services, and guidance and counseling resources, to meet the needs of the program. Students are referred to Laraway School by neighboring LEAs, and by the Department of Children and Families (DCF) through the Laraway Youth and Family Services Substitute Care Program. At the time of the visit, there were 27 students enrolled.
6. The staff includes three elementary/special education teachers, four subject area teachers, an elementary and a secondary PLP curriculum coordinator/teacher, an art teacher, an adventure education teacher, a transition teacher, and five instructional assistants/behavioral interventionist, in addition to the one-on-ones for each of the PLP student. The staff is overseen by a director and a licensed special education coordinator. Other personnel to support the school include a clinical coordinator, a clinical specialist, a behavior coordinator, a behavioral specialist, and a school to work coordinator. The staff is qualified by degree and training and/or experience in the area(s) of assignment. Laraway School has a program of inservice training and weekly staff meetings to ensure that each staff member is trained to maintain the components of the program.

7. The student health, attendance, assessment, and special education records were reviewed and found to be in good order. The school is holding monthly fire drills.
8. Laraway School submitted information to document its financial capacity to carry out its educational purposes.
9. The school maintains an operating schedule that includes a total number of instructional hours each year which is not less than that required of a public school serving the same grades.
10. Laraway School has developed policies for admissions, discipline, and significant change in placement. The school implements the policies and procedures around confidentiality and maintaining educational records.
11. Laraway School coordinates with the Local Education Agencies through initiating referrals when appropriate, planning and participating in IEP meetings, providing information for evaluation, and planning and developing programs and accommodations called for in a student's IEP.
12. Laraway School has a policy on prevention of harassment of students that is as stringent as the Department's model policy.

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**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant renewal of special education independent school approval in the following disability categories: Learning Impairment, Specific Learning Disability, Visual Impairment, Deafness or Hard of Hearing, Emotional Disturbance, Speech/Language Impairment, Orthopedic Impairment, Other Health Impairment, Autism, Traumatic Brain Injury, Deaf-Blindness, and Multiple Disabilities, to Burr & Burton Academy in Manchester, VT, to serve students in grades 9-12?

RECOMMENDED ACTION: That the State Board of Education grants renewal of special education independent school approval in the following disability categories: Learning Impairment, Specific Learning Disability, Visual Impairment, Deafness or Hard of Hearing, Emotional Disturbance, Speech/Language Impairment, Orthopedic Impairment, Other Health Impairment, Autism, Traumatic Brain Injury, Deaf-Blindness, and Multiple Disabilities, to Burr & Burton Academy in Manchester, VT, to serve students in grades 9-12. This approval is for five years, through October 1, 2017.

Approval is subject to the condition that the school immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. Section 166(b)
State Board Rule: 2228 et. seq.

BACKGROUND INFORMATION:

1. Burr and Burton Academy, founded in 1829, is a four-year, co-educational day institution serving students in grades 9-12 from area towns which do not designate a public high school. Burr & Burton Academy serves students in the following disability categories: Learning Impairment, Specific Learning Disability, Visual Impairment, Deafness or Hard of Hearing, Emotional Disturbance, Speech/Language Impairment, Orthopedic Impairment, Other Health Impairment, Autism, Traumatic Brain Injury, Deaf-Blindness, and Multiple Disabilities.
2. Burr and Burton Academy is accredited for general education by the New England Association of Schools and Colleges (NEAS&C), an accrediting agency recognized by the State Board of Education, under Rule 7320. NEAS&C reviewed and accepted Burr and Burton Academy's Five-Year Interim Evaluation Report in June of 2008. Other than routine annual reports, the school's next major responsibility will be a decennial evaluation visit which is scheduled for 2012.
3. Burr & Burton Academy was last granted renewal of special education approval by the State Board of Education on March 16, 2004, through June 30, 2008.

4. On behalf of the Commissioner, Joan Larsen and Pat Pallas Gray visited Burr & Burton Academy on October 26, 2009.
5. Burr and Burton Academy provides a variety of programs to serve students with disabilities. The Moderate Level Program provides education services for students with IEPs requiring remediation and academic support for the general education curriculum. This individually-designed program, which is provided through the Learning Center, is directed by the goals and objectives in a student's IEP. Typically a student is enrolled in two or three core academic classes, one or two elective classes and the study skills course, earning eight credits within one school year. In addition to IEP goals, the Learning Center also provides support for students for their regular education courses. Some students with emotional disturbance and/or other significant disabilities receive their educational program and special education services through the Target Program. This is Burr and Burton Academy's alternative off-campus educational site. Students in the Target Program often access regular education classes, both core academic and electives, on the main campus.

The Moderate Plus Program serves students with significant disabilities who are in need of core academic instruction outside of the regular education program. The IEP teams determine the need for core academic instruction which is provided through the Special Services Department by a learning specialist.

The Intense Level Program provides special education for other special needs learners through the ACCESS and the Life Skills Programs. These programs focus on the special needs students have relative to functional academics, self-care, daily living skills, independent living, community access and job training and placement. All intense level students need support within the regular education classrooms and environments as well as in the local community.

6. The Moderate Level Program is staffed by five licensed learning specialist and two program teaching assistants, with the Target Program for the current school year staffed with a licensed learning specialist and a part-time program teaching assistant. The Moderate Plus Program is staffed with a licensed learning specialist. The Intense Level Program is staffed with four licensed learning specialist and three program assistants, and nine paraeducators. All staff members are qualified for their positions and receive support from the special services director, who is a licensed special educator administrator. Students receiving related services, which the LEA provides, have those services provided within their day at Burr & Burton Academy.
7. Burr and Burton Academy enters into a written agreement with each sending school district. This agreement outlines the sending district's and Burr & Burton's respective obligations under Federal and State law, including the costs of service.
8. Burr and Burton Academy has a policy on prevention of harassment of students that is as stringent as the Department's model policy.

COST IMPLICATIONS: None

STAFF AVAILABLE:

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**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education grant renewal of special education independent school approval to Lyndon Institute, Lyndon Center, VT, to serve students in grades 9-12, within the following disability categories: Learning Impairment, Specific Learning Disabilities, Other Health Impairment, and Emotional Disturbance?

RECOMMENDED ACTION: That the State Board of Education grants renewal of special education independent school approval to Lyndon Institute, Lyndon Center, VT, to serve students in grades 9-12, within the following disability categories: Learning Impairment, Specific Learning Disabilities, Other Health Impairment, and Emotional Disturbance. This approval is for 5 years, through October 1, 2015.

Approval is subject to the condition that the school immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. Section 166(b)
State Board Rule 2228 et. seq.

BACKGROUND INFORMATION:

1. Lyndon Institute is an independent secondary day school which serves students in the designating towns of Burke, East Haven, Kirby, Lyndon, Newark, Sutton, Sheffield, and Wheelock, and admitted students from other communities on a space available basis.
2. Lyndon Institute's is accredited for general education by the New England Association of Schools and Colleges (NEAS&C), an accrediting agency recognized by the State Board of Education under Rule 7320. Accreditation was last granted to Lyndon Institute by NEAS&C at their February, 2004, meeting. This accreditation is valid through October of 2013.
3. Lyndon Institute was last granted approval in special education by the State Board of Education on March 16, 2004, through October 1, 2008.
4. On behalf of the Commissioner, Lyndon Institute was visited by Joan Larsen and Pat Pallas Gray on April 29, 2009.
5. Lyndon Institute utilizes a consulting teacher/resource room format for those students who are able to achieve success in the regular mainstream classroom. This support may consist of classroom or individual paraprofessionals, accommodation in teaching styles, classroom

setting, instruction and/or materials along with consultant or direct participation of a special educator. Resource room services are available for students who are in need of more intensive services than available in a mainstream setting. This may include remedial services in reading, written language, math, speech/language and other basic skills. A life skills curriculum is available to students who require a “hands on” approach to learning. Instruction is offered in independent living skills, community based training, career education/work experience, communication and practical academics, to prepare students for work and daily living following high school. A supported study hall is available to students who need further academic support to achieve success in their individualized program. Related services such as counseling, speech and language, occupational therapy, physical therapy or other services are provided by the student’s town of residence. Lyndon Institute provides consultation with or direct service from a school nurse, consultation with or direct service from a school guidance counselor, and home-school services through a contract with Northeast Kingdom Human Services (NEKHS).

6. Lyndon Institute’s special education program is staffed by three licensed special educators, and a program paraprofessional. Individual paraprofessionals are hired as needed. The staff members are qualified for their positions and receive support from the Assistant Head for Special Education & Technical Education, who is a licensed special education administrator.
7. Lyndon Institute enters into a written agreement with each sending school district. This agreement outlines the sending district’s and Lyndon Institute’s respective obligations under Federal and State law, including the costs of service.
8. Lyndon Institute has a policy on prevention of harassment of students that is as stringent as the Department’s model policy.

COST IMPLICATIONS: None

STAFF AVAILABLE:

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**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education acknowledge that the Northern New England Conference (NNEC) of Seventh-day Adventists granted accreditation to Brownell Mountain School, Williston, VT, to serve students in grades 1-8?

RECOMMENDED ACTION: That the State Board of Education acknowledges that the Northern New England Conference of Seventh-day Adventists granted accreditation to Brownell Mountain School, Williston, VT, to serve students in grades K-10. This approval is for five years, through June 30, 2015, to coincide with the Northern New England Conference's (NNEC) accreditation.

Approval is subject to the condition that the school immediately report to the Department of Education whenever any changes occur in enrollment, programs, policies, facilities, financial capacity, staffing, or administration during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A. §166(b)

BACKGROUND INFORMATION:

1. Brownell Mountain School is a Seventh-day Adventist day school, which serves students in grades K-10.
2. The school is accredited by the Northern New England Conference of Seventh-day Adventists. The Northern New England Conference (NNEC) is an accrediting body recognized by the State Board of Education, pursuant to rule #7320. Brownell Mountain School is expected to submit progress reports on implementation of the school-wide improvement action plans during the second and fourth years of the accreditation term.
3. The State Board of Education acknowledged the school's last accreditation by the Northern New England Conference on March 15, 2005, through June 30, 2009.
4. Brownell Mountain School has a policy on prevention of harassment of students that is as stringent as the Department's model policy.

COST IMPLICATIONS: None

STAFF AVAILABLE:

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**State Board of Education
May 18, 2010
Item G-2**

**DEPARTMENT OF EDUCATION
Montpelier, Vermont**

TEAM: General Supervision & Monitoring

ITEM: Will the State Board of Education acknowledge that the New England Association of Schools & Colleges (NEAS&C) granted accreditation to Vermont Academy, Saxtons River, VT, to serve students in grades 9-12?

RECOMMENDED ACTION: That the State Board of Education acknowledges that the New England Association of Schools & Colleges (NEAS&C) granted accreditation to Vermont Academy, Saxtons River, VT, to serve students in grades 9-12. This approval is for three years through October 1, 2013, to coincide with the New England Association of Schools and Colleges' (NEAS&C) accreditation timeline.

Approval is subject to the condition that the school immediately report to the Department of Education whenever changes occur in enrollment, programs, policies, facilities, financial capacity, staffing or administration, during the approval period.

STATUTORY AUTHORITY: Title 16 V.S.A., Section 166(b)

BACKGROUND INFORMATION:

1. Vermont Academy is an independent, coeducational college preparatory boarding and day school for students in grades 9-12. The school was established in 1876.
2. The school is accredited by the New England Association of Schools & Colleges (NEAS&C). NEAS&C is an accrediting body recognized by the State Board of Education, pursuant to rule #7320. Vermont Academy is expected to file a Two-Year Interim Evaluation Report by April 1, 2011, and a five-year report in 2013 at which time the school's accreditation will be reviewed.
3. The State Board of Education acknowledged the school's last accreditation by NEAS&C on October 19, 2004 through November 30, 2008.
4. Vermont Academy has a policy on prevention of harassment of students that is as stringent as the Department's model policy.

COST IMPLICATIONS: None

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